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ABSTRACT

This document presents an evaluation of the 1973-74 ESEA Title 1 funded Issaquah Re-entry Program, providing continuing educational opportunities for divergent youth who had dropped out of regular secondary schools in their area. Program objectives consisted of specifications of problems to be overcome and their possible solutions. Among objectives cited are the identification, contact, and counseling of 50 dropouts, 40 of whom would be enrolled in the program. Percentage requirements for class attendance and satisfactory grades, along with the development of vocational goals for each student are also specified. Two major accomplishments of the program are said to be the specific identification of mathematics skills deficiences for each student and teachers' increased awareness of the needs and requirements for a management system for individualizing instructionl. The lack of clear comprehensive data is said to be due to initial problems with the diagnostic tool, incomplete diagnosis of students, and teachers' lack of understanding concerning the role of management. Among recommendations made are the revision and improvement of diagnostic materials and program record-keeping procedures, along with student involvement in the assessment of his/her learning need. Course descriptions, school schedules, a yearly progress report on program objectives, and student, staff, and parent questionnaires are included.
(Author/AM)

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# EVALUATION OF THE

# 1973-1974 ISSAQUAH RE-ENTRY PROGRAM

Compiled June, 1974

by

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To the Issaquah School Board, for recognizing the need for continuing this unique educational program: Mr. Gary McGlocklin, Mr. Alan Paxia, Mrs. Dorli Rainey, Mrs. Fran Theodorson, and Mrs. Elaine Wolf.

To Mr. Charles M. Fallstrom, Principal of Issaquah High School, for his continuing leadership in program development.

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To Mr. Gerald Lider, Principal, Maywood Junior High School, and to Mr. Irwin Carnahan, Vice Principal, Maywood Junior High School for providing a home for the Re-Entry Program at Maywood,

for their patience, and for their assistance in program planning.

And, of course, to our Re-Entry students, whose increasing numbers eacn year make a strong case for continuing and expanding the program. As always, the students provided our staff with a constant source of challenge and inspiration.

# INTRODUCTION

Program Overview:

From October, 1973, to June, 1974, Issaquah School District No. 411 conducted the Issaquah Re-Entry Program for the fifth year in a row. The purpose of the Re-Entry Program has been to provide a continuing educational opportunity for divergent youth who had dropped out of regular secondary schools in the area. To meet the needs of these students, the program has been operated under more relaxed conditions, in an atmosphere of understanding and tolerance. Students have ranged in age from thirteen to twenty, and have represented grades seven through twelve.

Two significant characteristics of the Re-Entry Program during its five years have been those of growth and change. Of thirty-seven students who enrolled in the first program in 1970, twenty-eight earned secondary school credit, including three students who completed their high school diplomas. In the Program's second year in 1971, of fifty students who enrolled in the program, thirty-seven earned secondary school credit, including seven students who earned their high school diplomas.

In the third year, 1971-1972, one hundred students earned seventy-eight secondary credits which included fifteen students who completed their high school credit.

The fourth year, 1972-1973, enrollment increased the average per quarter to forty-two students.

1973-1974, which was the fifth year, we worked with a grand total of 100 students. It was a year of continued success in returning

students to the regular program, graduation, job corps, armed forces, returned to the family group and a continued look to the future of the Program.

One outstanding feature of the 1972-1973 Program has been the increased enrollment and the number of students participating in work experience. That year, of 42 students who participated in the program per trimester, an average of 37 earned secondary school credit, this including 17 students who earned work experience credits.

The staff has also grown, numbering five in 1970, and eight during the 1973-1974 school years. Recent curriculum additions have included advanced typing, office practice, vocational math, clothing construction, home decor, and foreign foods. A variety of mini-vocational courses have been included within the framework of the regular classes. In addition, an increasing number of students have been enrolled in the twenty different home-study correspondence programs and the work-experience program which involves actual on-the-job training.

Finally, the duration of the program has been lengthened from one trimester in 1970, to two trimesters in 1971 to three trimesters (fall, winter and spring) in 1971-1972. The Re-Entry Program now operates throughout the nine-month school year.

For the fifth year in a row, the program was operated at Maywood Junior High School on Monday, Tuesday, and Wednesday evenings, from 4:00 p.m. to 7:00 p.m.

In an attempt to provide a more relaxed atmosphere, no dress or grooming codes have been established, and an area has been designated where students are allowed to smoke during ten-minute breaks between classes. Students and faculty share a joint "coffee break" area,

between classes, on one of the home economic rooms. The number of students in each class averages six or seven in order to encourage the development of closer personal relationships between students and teachers. On the average of about once every three weeks, during the last scheduled period, the home economics class prepares a dinner or dessert (spaghetti or tacos, hot dogs, cookies, juice, etc.) and the occasion is utilized to bring the students and staff together to get acquainted, or to informally discuss student needs or school business. A "special event" is scheduled about once a month (e.g., field trip, social hours, "baby night," family night, etc.)

Program of Instruction and Staff

The 1973-1974 program of studies included instruction in the required subject areas of English, environmental science, general and vocational mathematics, social studies (American government, contemporary world problems, United States History, and Washington State History), and physical education. Vocational instruction was offered in the areas of business and office occupations (business typing, advanced typing, office practice and bookkeeping); home and family-life education (foods and nutrition, home and family, home decor, and basic clothing construction); and building trades education (woodworking, metalworking, and welding). It should be noted that each student is required to enroll in a vocational class each trimester.

The staff was comprised of Mort Romstad, Typing, English and Social Studies; Ted Krahn, Health, Physical Education, Science, and Social Studies; Robert Zimmerman, Coordinator of Counseling Services and Work Experience; Janice Smith, English and Home-Study Correspondence;

Gary Larabee, Social Studies and Reading Programs; Lawrence Galloway, Program Administrator; Melanie Sperry, Home and Family-Life Education; and Harold Weddle, Building Trades and Mathematics. Mildred Skibitzke again served as secretary and payroll clerk. Staff consultant has been Elsie Christianson.

Nature of Evaluation

It is the intention of those who compiled this evaluation to provide information which may prove helpful to the future growth and development of the Issaquah Re-Entry Program. It is hoped that those teachers, counselors, school administrators, board members, and lay persons who will be involved in this future program development will draw freely upon this resource.

The 1973-1974 Re-Entry Program has certain aims and objectives in the program which specify problems to be overcome, and possible solutions are stated. Provision was made for a year-end, final evaluation that would verify the feasibility of the program and show to what extent the program was able to meet the stated objectives. These objectives included:

1. The program staff will identify, contact, and counsel approximately 50 secondary school dropouts living within the school district and enroll 40 of these students in the Issaquah Re-Entry Program.

2. Forty percent of these students will return to the regular secondary school program after completing at least one trimester in the Re-Entry Program.

3. One-hundred percent of the students will be aided in developing vocational goals.

4. Seventy-five percent of the students enrolled in the program will receive a satisfactory grade in those subjects he is taking that are required for graduation (e.g., social studies,English, etc.)

5. Fifty percent of the students enrolled will attend class 70 percent of the time.

The subject evaluation has been arranged with the preceding objectives in mind and represents an attempt to show the extent to which each stated objective was accomplished. In addition to providing the aforementioned information, the subject evaluation also includes the complete results of a questionnaire survey administered to Re-Entry students, parents, and staff members. The survey attempted to obtain their views concern ng the effectiveness of the program as well as their comments concerning various features of this year's program.

Since the start of the Program in 1970, the Issaquah Re-Entry staff has believed strongly that in the quest for relevancy in education, nothing is more pertinent than providing every youth with the capability to make in elligent career decisions--and the opportunity to prepare for entry and progress in such careers--central to the belief that career decisions must be made through sensible choice rather t an by haphazard chance. The Re-Entry staff continues to give special emphasis to its programs of vocational education and vocational guidance and counseling.

Thus, the third goal of the 1973-1974 Re-Entry Program was that 100 percent of the students would be aided in developing vocational goals. The first step in accomplishing this goal was to enroll each student in one vocational class each trimester. It was believed that since most school dropouts are handicapped by a lack of salable job skills, and further limited in their efforts to obtain such skills after they leave the regular school program, that every effort would be made to build a strong program of vocational skill training into the program of instruction.

Vocational classes were offered in the following areas:

I. Business and Office Occupations: Advanced typing, business typing, and office practice, and bookkeeping.

II. Home and Family-Life Education: Foods and nutrition, home and family, basic clothing construction, and home decor.

III. Building Trades: Woodworking, metalworking and welding.

To provide the reader with a more complete understanding of the scope of the material covered in each vocational class, and of the specific skills which the instructors attempted to develop, the following course description and content information is provided:

I. Business and Office Occupations

A. Business Typing: This course attempted to broaden the student's basic typing skills. Students were expected to achieve the following competencies:

1. Development of further mastery of the typewriter keybpard and proper techniques of typing.
2. Development of speed and accuracy of 45-50 words per minute.
3. Development of production skills in the following areas: centering, letters, envelopes, carbon copies, post cards, personal notes, etc.

B. Advanced Typing: The course develops further mastery of the typewriter keyboard and the proper techniques of typing. Objectives of the course were:

1. Development of speed and accuracy of 50-55 words per minute.
2. Development of production skills in the following areas: business letters and forms, memorandums,

telegrams, ditto masters, and mimeograph stencils.

C. Office Practice: The course provides instruction in office procedures and in the operation of business machines. Course objectives included:

1. Development of production skills with standard and electric typewriters, manual and electric adding machines, calculators, spirit duplicator, and mimeograph machines.
2. A unit of instruction in filing, telephone etiquette, greeting the public, appearance, and handling mail.
3. Strengthening typing skill with use of actual business forms, letterheads, invoices, etc.
4. Instruction in how to apply for a job, how to complete job application forms, and preparation for employment interviews.

D. Bookkeeping: Course objectives included:

1. An introduction to bookkeeping and the bookkeeping cycle.
2. Journalizing, posting, and trial balance.
3. Double-entry system.

II. Home and Family-Life Education

A. Foods and Nutrition: The purpose of this course was to develop basic knowledge and skills in cooking which would assist the girls in quick and economical meal preparation. The course covered the following skills and activities:

1. Menu planning and nutritional understanding.
2. Food purchase and comparative shopping.

3. Food preparation of quick breads, yeast breads, meats and main dishes, vegetables, salads and desserts.
4. Foreign foods.
5. Large group meal planning, preparation and serving.
6. Kitchen organization and planning.

B. Home and Family: The course outline includes:

1. History of the family.
2. Stages in family life.
3. Family relationships.
4. Family problems (e.g., women's liberation, increased mobilization, changing life styles, population explosion, unemployment, poverty, old age).
5. Post- and pre-natal care.

C. Basic Clothing Construction: This course was designed to develop the basic techniques necessary for sewing properly for personal pleasure and for home and family needs. The course covered the following skills and activities:

1. Review and practice of basic sewing terms and techniques.
2. Selection and identification of fabrics.
3. Construction of a garment to be selected according to the student's ability. This covered techniques of underlinings, set in sleeves, rolled collars, and a zipper or button placket.

4. Demonstration and acquisition of basic knitting and crocheting skills.

5. Completion of an originally designed notebook, which included all sewing, knitting, and crocheting samples as well as written assignments.

D. Home Decor: Course content includes pillow-making, loom flowers, decoupage, lamp shades, paper flowers, wall-hangings, flower arrangements, macrame, embroidery, and other activities designed to help students to become more aware of various techniques of home decoration, beautification, and home furnishing.

III. Building Trades

A. Woodworking: Objectives and skills to be developed while selecting and constructing a wood project included:

1. Reading shop drawings.
2. Selection and use of proper hand tools.
3. Selection and use of proper machine tools.
4. Assembly of projects.
5. Selection of finishing methods and materials.
6. Observation of shop safety procedure.

B. Metalworking: Objectives and skills to be developed while selecting and completing a foundry project included:

1. Reading shop drawings.
2. Selection and use of proper hand tools.
3. Selection and use of proper machine tools.
4. Development, layout and construction of a split foundry pattern.

5. Preparation of a sand mold.
6. Use and operation of gas furnace.
7. Finishing metal.
8. Observation of shop safety procedures.

C. Welding: Course activities include arc and gas welding, making a solder joint, making a gas weld on corner, identifying arc rod, setting pressures for gas welding and brazing, and utilization of safe practices in welding.

D. Drafting: The course activities include beginning and advanced drafting. Spring quarter projects were on home and commercial building design.

Mini-Vocational Courses

In addition to the efforts described above for aiding students in developing vocational skills, a series of one-to two-hour mini-vocational courses were organized in order to bring resource people fro throughout the community into Re-Entry classes to demonstrate particular vocational skills or trades, or to provide information helpful either to the vocational orientation and/or personal-social adjustment of the students. On such occasions, all students and staff members were brought together to view or listen to the demonstration or presentation.

Mini-vocational courses offered during the school year included: demonstrations in wrought iron craftsmanship, foundry metal casting and mold-making in building trades classes; a two-week, two-hour per night course in cashier-checker training specially conducted for Re-Entry office practice students at Renton Vocational-Technical Institute (transportation was furnished by Re-Entry teachers); special instruction was provided in decorative pillow-making and in the construction of paper flowers, waste

baskets, and decoupage; in food classes, professional instruction in cake decorating, meat cookery, and in the use of small electrical appliances was provided; of special interest to young wives and homemakers in the Home and Family classes was a two-part information program presented by the Issaquah School District nurse covering family relations, pre- and post-natal care, personal health and hygiene, and health and family services available in the Seattle-King County area.

## 1973-74 RE-ENTRY PROGRAM STAFF AND ASSIGNMENTS

| | |
|---|---|
| Lawrence Galloway | Director: Staff, curriculum, vocational counseling, enrollment, budget, scheduling, planning and evaluation. |
| Robert Zimmerman | Counseling, work experience, minicourses, testing and planning and attendance. |
| Melanie Sperry | Home Economics: Food preparation, sewing, homemaking, family living; Language Arts |
| Ted Krahn | Physical Education; Science; Mathematics |
| Mort Romstad | Business Education: Typing, Recordkeeping, Language Arts; Social Studies |
| Gary Larabee | Social Studies/Reading: Washington State History, U. S. History, American Government, Contemporary Issues; Home Study Correspondence |
| Jan Smith | Language Arts; Home Study Correspondence |
| Harold Weddle | Industrial Arts: Woods, Metals, Welding; Mathematics |
| Mildred Skibitzke | Secretary: Payroll, Supplies, etc. |

## Identification Enrollment of School Dropouts

The enrollment for the fall quarter of 1973-74 re-entry program started approximately September 1 when re-entry students from past years inquired about enrolling for this year, and during the first three weeks of September, 51 students were contacted or contacted the director for enrollment fall quarter. Of the 51, 32 were enrolled by October 1 for the fall enrollment. The actual enrollment on October 2, the first night of re-entry, was 32. The active enrollment was 37. Many students enroll and yet find it difficult to make the actual decision to go and pursue the re-entry school. The enrollment for fall quarter will average 32 students.

The following are reasons for being unable to commit and follow through on enrollment:

Conflict with job hours, unable to obtain babysitter, unable to obtain a ride, pursuing education at Renton Vocational, beauty school, and moving out of the district, or the work load was too heavy.

### Fall Quarter

There were 51 students contacted. Of the 51, 37 actually enrolled but the attendance leveled out to 32 students and 27 of these people earned credit. Nine students earned work experience credits, 9 students earned home study credits, 27 students earned academic credits and 3 returned to the high school for winter trimester. Four students fulfilled requirements for high school graduation.

Winter Quarter

During the period December 14 to January 3, 27 new contacts were made. Of the 27 contacts plus those students that enrolled for second quarter, the actual enrollment on January 7 was 37. Of the 37 people actually enrolled, 34 earned credit and three did not. Six returned to the high school to fulfill requirements for graduation.

Spring Quarter

During this period, 47 contacts were made and 42 students were enrolled.

## ISSAQUAH RE-ENTRY SCHOOL SCHEDULE

The Issaquah Re-Entry School schedule is divided into three distinct parts: Cooperative Work Experience, Home Study and Academic Program. To describe each of these we will use the following.

### Cooperative Work Experience

This part is defined as a contractual agreement between the Issaquah Re-Entry School, the student and his employer and is divided into the following categories - part time and full time.

Full time is defined as a 40-hour work week. Part time is in the neighborhood of 20 hours per week.

The student be working in a vocational area in which he is receiving not only pay but training or upgrading of his present skills. The Program Director and Counselor supervise this program with the employer. Students may be employed during the day from approximately 8:00 a.m. to 4:00 p.m.

During the fall quarter of 1973-74, there were six students that participated in the cooperative work experience program in full time jobs and one part time. They earned a combined total of 13 credits. The firms cooperating in this program were as follows:

| Firm | Supervisor |
|---|---|
| Kennen Manufacturing | Fred Miller |
| Bill's Septic Service | Randall DeGood |
| Heiser Custom Bodies | Lloyd Gapp |
| St. Regis | Robert Munch |
| Dutch's XXX Restaurant | Eileen Morse |
| Valu-Mart | Cliff Curl |
| Seven Firs Nursery | Ed Holm |

Winter Trimester

During winter trimester three students were on work experience, and earned a total of four credits. The firms cooperating in this program were as follows:

| Firm | Supervisor |
|---|---|
| Kennen Manufacturing | Fred Miller |
| Dutch's XXX Restaurant | Eileen Morse |
| Coopers Landscaping | Sam Klein |

Spring Trimester

During the spring quarter of 1973-74, there were seven students that participated in the cooperative work experience program in full time jobs. They earned a combined total of 9 credits. The firms cooperating in this program were as follows:

| Firm | Supervisor |
|---|---|
| Hunter Enterprises | John Hunter |
| Keppler Feed | Paul Keppler |
| Valley Villa | Rachael Darst |
| Fall City Scrap Iron | Howard Hawk |
| Rustic Log Structures | James Miller |
| John McKnight Middle School | Bob A. Egge |

Home Study

At the present time, twenty different home study courses are available to the Re-Entry students. This includes courses in the following areas of study: Composition - Grammar and Creative Writing; Literature - Short Stories, Biographies, Poetry, Plays, 5 different Novel Studies; Reading Improvements - 5 different levels; History - Washington State History, U. S. History, Current Affairs; Math - General Math, Algebra and Consumer Application; Science - Biology; Health; Business - The Receptionist.

One teacher is assigned as the Home Study teacher and the other teachers work in the program.

Fall Quarter

Seven students were enrolled in the Home Study program during this quarter. There were a total of 13 home study credits earned.

Winter Quarter

Five students were enrolled in this program and five students earned a total of seven credits.

Spring Quarter

Eleven students were enrolled in this program and seven students earned a total of nine credits.

Academic Program

The academic area is conducted in a 4 to 7 evening program where each student is enrolled in two academic and one vocational class. In this portion, direct supervision in a classroom situation by a teacher is involved. In the vocational area, basic salable skills are the motivation for the student. Hopefully, students that are in the Cooperative Work Experience area are able to obtain skills in the classroom that will improve his ability to work on the job.

This is a comprehensive program designed for Re-Entry students. The staff works in all areas to make this program meaningful and helpful for the student to re-enter school at his first opportunity, to obtain more skills in a vocational/technical school or complete his education and training in some manner.

Fall Quarter

Thirty-four students earned 81.83 credits during this quarter. Thirty-seven credits were earned by seniors, 33.5 credits were earned by juniors, 8 by sophomores, 3 by 9th graders and 1 by an 8th grader. Of the total number of credits earned by students, 5 students earned 5 credits, 8 earned 4, 6 earned 3, 2 earned 1 and 11 did not earn credits. These credits were a combination of cooperative work experience, home study and the academic program.

Winter Quarter

Thirty-seven students earned 76.83 credits during this quarter. Thirty-three credits were earned by seniors, fourteen credits were earned by juniors, 21.5 credits by sophomores, 7 credits by 9th graders and 3/4 by an 8th grader. These credits were a combination of cooperative work experience, home study and the academic program.

Spring Quarter

Forty-two students earned 98.34 credits during this quarter. Twenty-one credits were earned by seniors, eighteen credits were earned by juniors, thirty-eight and one-half credits by sophomores, 18.9 by 9th graders and 1.75 by an 8th grader.

For the year, 113 students earned 257 credits for an average of 2.27 credits per trimester.

ISSAQUAH RE-ENTRY PROGRAM
YEARLY PROGRESS REPORT ON PROGRAM OBJECTIVES

| OBJECTIVE | | Fall | Winter | Spring |
|---|---|---|---|---|
| 1. The program staff will identify, contact, and counsel approximately 70 secondary school dropouts living within the school district, and enroll 40 of these students in the Issaquah Re-Entry Program. | Total number of students contacted | 51 | 27 | 47 |
| | Total number of students enrolled | 37 | 40 | 42 |
| | Average attendance | 32 | 37 | 42 |
| 2. 40% of the students enrolled in the program will return to the regular secondary school program after completing at least one trimester in the Re-Entry Program. | Number of 1973-74 Re-Entry Enrollees who have returned to Regular Secondary Schools to Date | 3 | 6 | 7 |
| | Note: students completing requirements for graduation | 4 | 2 | 6 |
| 3. 100% of the students will be aided in developing vocational goals. | Re-Entry students who have earned work experience credit and gained valuable on-the-job vocational training under the cooperative work-experience program that is supervised by the Program Director and Vocational Counselor. | 7 | 3 | 7 |

All Re-Entry students are required to take one vocational class each trimester.

Units of study concerned with career exploration and career awareness are included in all academic subject areas including social studies, language arts, math, and science.

| | | Fall | Winter | Spring |
|---|---|---|---|---|
| 100% of the students will be aided in developing vocational goals. | Students enrolled in the program and enrolled in vocational class | 32 | 37 | 42 |
| | a) Trade and Industry | | | |
| | Metals (foundry, metalcrafts, welding) | 5 | 8 | 8 |
| | Drafting | 4 | | |
| | Building trades | 4 | 8 | 9 |
| | b) Home & Family Life Education | | | |
| | Clothing Construction | 3 | 6 | 7 |
| | Food Preparation | 4 | 10 | 11 |
| | Family Planning | 4 | | 4 |
| | c) Business & Office Occupations | | | |
| | Typing | 3 | 5 | 6 |
| | Office Machines | 5 | 0 | 0 |
| | Total students enrolled in vocational classes | 32 | 37 | 42 |
| 4. 75% of the students enrolled in the program will receive a satisfactory grade in those subjects he is taking that are required for graduation (e.g., social studies, English, etc.) | Percentage earning satisfactory grades in subjects that are required for graduation. | 68% | 81% | 85% |

5. 50% of the students enrolled will attend class 70% of the time.

Fall - Of the 32 students who participated in the program during the fall quarter, 14 students or 44% of the students attended class 70% of the time or more. Eight (8) students attended 90% or more. Two students had perfect attendance.

Winter - Of the 37 students who participated in the program durin the winter quarter, 20 students or 55% of the students attended class 70% of the time or more. Four (4) students attended 90%

or more. Four students had perfect attendance.

Spring - Of the 42 students who participated in the program during the spring quarter, 25 student, or 60% of the students attended class 70% of the time or more. Five (5) students had perfect attendance. Twelve (12) students attended 90% or more.

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Submitted by: Lawrence L. Galloway
Administrator, Re-Entry Program

Robert Zimmerman
Counselor

CTBS Testing

Fall and Winter Quarter Analysis and Utilization

Fifty students took all or portions of the first eight parts of the Comprehensive Test of Basic Skills during the middle of fall and winter quarters of the 1973-74 school year. From these test results, classes for students were planned and scheduled to most effectively use the data as presented below. In general, 65% of those tested scored below the 50th percentile.

Test 1 - Reading Vocabulary - 29/50 were below the 50th percentile.

Test 2 - Reading Comprehension - 26/50 were below the 50th percentile.

Test 3 - Language Mec anics - 26/50 were below the 50th percentile.

Test 4 - Language Expression - 34/50 were below the 50th percentile.

Test 5 - Language Spelling - 32/50 were below the 50th percentile.

Test 6 - Arithmetic Computation - 32/50 were below the 50th percentile.

Test 7 - Arithmetic Concepts - 28/50 were below the 50th percentile.

Test 8 - Arithmetic Applications - 22/50 were below the 50th percentile.

APPENDIX A

ISSAQUAH RE-ENTRY PROGRAM

STUDENT QUESTIONNAIRE

1. Do you believe that your participation in the Re-Entry Program was a worthwhile experience?

24 Yes 1 No

Why?

Yes, because I am not as mean as I used to be and I respond to people more.

Yes, because I learned I'd rather go to the high school. I learned that I'd rather do better than mess around and get myself in trouble. I'd rather do work rather than sit around. I know I've learned my lesson and I hope some people feel the same way as I do.

Yes, because it is actually one school that I can feel like I belong and actually want to come.

Yes, because I got my credits by not going to a high school.

Yes, because I never would have been able to graduate this year.

Because it kept me in school instead of out.

Because if I went to the high I would have to give up my job.

I think I learned more here about being around other people than I would have at Issaquah, and I think even though sometimes I didn't have written assignments, I learned and remembered more from class discussions.

I would not have gotten my diploma.

It helped me make up some lost credits.

It really helped me a lot to like school better, and to understand more things.

I learned a lot and I always wanted to come to school. It would be hard for me to go to another school because of my having a baby.

I think the way they presented the courses made me want to get something out of class.

It would have been a waste for me to quit and if I were in regular school I would have quit.

It keeps me out of trouble and it is a better school because there

there are less people and teachers can help us easier.

It gave me something to do on the three afternoons.

People are easier to talk to.

It is not like regular school; there is more freedom.

I really feel that it has helped me in a lot of ways. I used to be mean and now I just feel a lot different.

Why not?

The reason I put no is because I don't like school. But this is a step further.

2. Because of the Re-Entry Program, do you have a new goal to pursue next year?

20 Yes 7 No

7 a. I will return to a regular junior or senior high school next year.

0 b. I will attend Community College next year.

1 c. I will attend Renton Vocational-Technical Institute next year.

0 d. I will enter the military service.

6 e. I will enter full time employment.

11 f. I will return to the Issaquah Re-Entry Program.

8 g. I plan to eventually obtain a high school diploma.

3 h. Other (specify): Go to Bellevue Off-Campus or Re-Entry
Get Driver's license.
Might go to college

3. If your answer to Question No. 2 was Yes, explain in what way the Re-Entry Program helped you decide upon this goal. (Use other side if necessary).

To get a really good paying job you need a diploma, which I would never have gotten if it wasn't for Re-Entry.

I decided to stay in school and get my diploma.

I would rather do work in each of my classes than sit around and do nothing.

I was going to say the hell with school at the semester and go to work, but then I talked to a friend about the Re-Entry Program and decided to go to that.

I'll be out of school with a diploma. I'll be able to work and not have to worry about going to school.

It helped me get my goals up and my grades up.

It didn't.

It made school not look so bad.

I like school this way.

I really want to finish school and I am anxious to do it. The only way I can finish is through Re-Entry so I am looking forward to coming back next year.

Re-Entry made it easier for me to go to school along with Mt. Si paying my tuition. I hope I can come back next year.

4. Do you feel more positive about yourself because of your experience in the Re-Entry Program?

18 Yes 6 No

I just felt like quitting when I dropped out of high school. Now I know I didn't have to quit and really wanted to graduate badly.

I know now I can get along with other people.

I feel that I have gotten myself together and rather do better and get the best education and get a good job rather than get myself messed up and not get a half decent job.

I feel more sure about myself and about other people.

It was easy to go through.

I think it was the whole teaching staff. They made me feel welcome and made me want to grasp the most out of class I could.

At Re-entry you are allowed to work at your own rate.

Now I can get my diploma.

They make it look like life is not so bad.

I know what is going on.

I've learned more and can talk to people about things.

I learned how to talk to teachers along with adults and they try to teach you something.

No's

I never felt negative toward myself.

If anything I am more unsure of myself. Not because of the teachers, because of the students.

Because I would have gone to work for about six months and then went to a community college, but I think I like this a lot better than a community college.

It was just a necessity in my opinion.

5. Do you feel differently toward teachers in general after your experience in the Re-Entry Program?

14 Yes 10 No 3 No Response

If yes, explain.

The teachers are all great in Re-Entry. They understand more and are there when you need the help. Teachers are teachers wherever you go.

Because a teacher is around to teach and that is all they are around for.

People are people.

They are all right.

You get to know the teachers better.

They were really friendly and treated us with respect.

I already knew teachers were just people. I still don't have enough in common with most teachers to enjoy being around them.

Teachers treat you like you are more mature.

6. Did you like the Re-Entry program better than the regular school program?

20 Yes 2 No 5 No Response

If yes, why?



Because the way this school is run. The atmosphere is more relaxed than at high school.

It is easier to hack.

It is shorter. More freedom.

You learn about people.

The people are a lot different and I can really talk to people. I feel a lot better about myself.

Not so many people.

The teachers were nicer.

It is a real relaxed atmosphere and not as many students in the class, and the teachers have a lot more time to spend helping with problems.

I liked the people. And, I can go to work.

Teachers don't bug me too much.

It is not long and boring. They don't force you to work at much.

There is no hassle at Re-Entry. The smaller amount of people has a lot to do with it too. You are really never rushed at your work like you were in high school. It is just that everyone understands you more at Re-Entry

I wish there was more work to do.

7. Did the small class size in the program help you as a student?

20 Yes 1 No 6 No Response

If yes, why?

More individual attention.

I don't feel like a number.

I learned more in the shorter time span than we had.

Teachers can help people better.

You get more time with the teacher.

The teachers help you a lot and I can understand them better.

I studied better. It was explained better.

You don't have to wait for long periods of time for a teacher to come to help you.

More time spent with each student.

It is easier to discuss things and it is not so uptight with the teachers.

8. Did the program help give you any ideas about a future vocation or career?

9 Yes 13 No 5 No Response

If yes, please specify.

I really didn't think I would like sewing but once you get the hang of it you really like it.

I hope to come back next year.

Yes. To get a good paying job.

The woods class is a good start towards becoming a carpenter.

I think I might go to college.

9. In your opinion, what are the Re-Entry program's greatest strengths?

Shop.
If a guy needs to pick up some extra credits, it is a good deal because they have some worthwhile classes to offer.
Giving kids who have problem another chance.
The woods class.
More freedom.
Most of it is teachers and administrators.
Mr. Galloway and Mr. Zimmerman.
Being able to talk to the students.
The teachers know the students better.
The people don't hassel you as much and there is a smoking area.
Nice teachers, good experiences, interesting classes, you can talk to the teachers and counselors.
To get through it, just to see if you can earn your credits you need to graduate.
To get people back into school.
Lenient towards the kids in the program.
I can sleep in in the morning and it is only three days a week.
The staff.
Helping, learning and understanding.
Teachers and students work together.
You don't have the attitude that Hitler and his comrades run the school.
Smoking breaks, no pressure like due dates on assignments.

10. What are the program's greatest weaknesses?

English.
Too long between classes.
Some of the teachers.
I don't there is none.
The students.
None.
There is not very much work.
No kids want to assciate with you; if they don't know you they don't know you. They just act as if you're not good enough. No weaknesses because it is such a well organized program.
I think that they shouldn't lower your credit because you were ill or having a baby. It would be different if you were skipping.
I don't know, you haven't failed us.
None, but I miss going to high school.
Nothing to do on breaks.

11. Do you believe there was enough formal school work demanded of you in the program?

19 Yes 4 No

If Yes, why?

It is not so easy.
Because they have us busy working on something, but they don't force it on you.
I think I learned more from discussions than I did from the formal work.
You really didn't have to do that much, which is what most people like.
There wasn't too much work or too little.
Because you work every day.
It was enough work to keep you busy.
Just enough so you can get a credit.
If there was more I wouldn't like it.
I don't like the way my teacher marks the things in my books, because it is the way I learned, not the way she does.
Home Study
I've learned a few things I've never learned in regular school.
If you don't have enough to do, you tend to lose interest.
You learn the same amount.
We aren't stupid, we know there is more demand with a diploma. I came for that and not to learn what I don't need anyway.

If not enough material was covered, tell why you would have liked more.

More things to work on, but just a little bit more.

12. Has the Re-Entry program helped prepare you for returning to a regular school program?

9 Yes 14 No

If Yes, why?

Helping me.
I will have a high school diploma if I want to go on to school.
Because I got a taste of real restriction.
It shows that school is easier than you think.
It would be hard for me to go back to the high school.

If no, why not?

That's not possible because of personal reasons.
I think if I go back to regular school, I will not attend as much as I do at Re-Entry.
Because I liked it here and if possible, I will stay in a play like this until forced to leave.
I really don't want to go back.
I'll never go back.
I'm out.
Re-Entry is a much better school system.

13. Did you participate in the Re-Entry work-experience credit program?

8 Yes 18 No 2 No Response

14. If your anser to Question No. 13 was Yes, please answer the following items:

a. How did the work-experience program help you?

It helped me graduate.
Money on paychecks.
Earned some extra money and picked up a credit.
To get more credit.

b. Please suggest ways in which the work-experience program can be improved.

Helped students find jobs.
There isn't any.
I don't know.

15. Did you participate in any of the following:

a. 3 Group counseling sessions.
b. 0 Individual counseling sessions.
c. 23 Neither
3 No response

16. Should there have been more counseling? 7 Yes 13 No 9 No Respon

17. Which of the following Re-Entry vocational programs did you participate in during the past year?

a. 9 Home and Family-Life Education (Home Economics)
b. 4 Business and Office Occupations (Typing-Office Practice)
c. 10 Building Trades (Industrial Arts)

What skills did you learn because of your participation in these programs?

How to make bread.
How to type better.
How to cast and weld metals.
Typing, cooking and sewing.
I learned how to cook, sew, type and do a few art crafts that I wanted to learn.
How to learn to cook and to learn how to make different things.
Typing and office work.
How to work with other people and how to use some of the power tools.
A lot.
Building trades.
I learned to cook, it really helped me a lot. I really didn't take it to long but when I was in there I learned a lot of good things.
Little carpentery.
Review - I know most of what we have done already.
How to make peanut brittle.
Molding hints on building sheds.
How a lathe works, how to make sand molds, how to weld sort of.
Sewing, cooking
Carpentry and metal working.

18. Did you participate in the reading improvement program?

4 Yes 18 No

If Yes, did this benefit you? 4 Yes

Why?

Because I already read very well.
It helped me to learn new words and understand their meanings.
I didn't really need to participate in ti because I understand what I read.
I really liked it because that's the only time I really read a whole book.

But you kind of got tired sometime in that room for an hour.
I didn't want to.
I don't know.

19. Did you enroll in one or more the Home-Study Correspondence courses?

11 Yes 8 No

If Yes, was this a worthwhile learning program? 4 Yes
4 No

Why?

Because it brought back stuff that I forgot in math.
Because I made up another credit.
I learned things that I didn't know before.
You could not only earn credits at school but in your spare time you work for more credits and learn something you couldn't learn in class.
When I did my home study course, I think I did it the way I knew how, but when the teacher say's she don't like the way I did it well (expletive deleted) on her. I ain't doing it over.
Because I learned to like to cook and I learned to sew better.
I did the work when I had the time instead of being pushed to do it.
Because I don't think school should be at home, but kept at school.
You get more credits.
I really didn't learn anything.
Didn't want to.
I don't work goon on my own - I didn't get it done.
I finally learned something in math!

20. What suggestions do you have for improving the Re-Entry Program? (use other side if necessary).

None.
Have different learning classes and art classes, don't change the teachers or counselors. I really liked the program and I hope that I can come back next year. All the teachers were nice to me. Mr. Galloway and Mr. Zimmerman made it fun to come to school, because if you come to school depressed they'd find a way to make you happy. Thank you for the opportunity to come to Re-Entry.
More work would help in each class rather than sit and talk or do nothing.
Change the hours because it interferes with dinner.
Get rid of Galloway.
I think it is fine how it is.
Non specific smoking spot.
I can't think of any. I like it just the way it is.

APPENDIX C

ISSAQUAH RE-ENTRY PROGRAM

STAFF QUESTIONNAIRE

I. What have been the most outstanding benefits of the program for the students?

COMMENTS and/or RECOMMENDATIONS:

A personal relationship with the teachers and counselors.
The students get personal attention from teachers.
A comfortable, relatively safe place for unmarried pregnant girls to attend school away from peer and adult criticism and pressure.
A school where some students who would never return to traditional high school can graduate with a diploma.
A friendly, accepting atmosphere in classrooms and out of classrooms that gives many students a chance to be recognized in a positive way.
The Issaquah Re-Entry Program provides a highly structured learning situation without the pressure of a regular school program. A low student-teacher ratio provides students closer contact with teachers, not just on an academic level, but also in the informal atmosphere of between period breaks. I believe everything possible should be done to maintain the above mentioned conditions.
The ability of the young person to see himself/herself as an individual not as a "student". All these years it is the student, not the person. More personal contact. Taught me more about the "teaching-learning" situation. Opportunity for young person to carry on life's other concern.
The teacher's ability to devote more time to each student. The low teacher/student ratio allows for a more personal approach to teaching.
Materials and methods are geared towards the individual student's needs rather than the average needs of a group.
Allows students to pursue on educational program in an atmosphere of less pressure and at the same time pursue other activities (earn a living, keep house, take care of children, etc.)

II. What have been the disadvantages of the program for the students? (Both in your teaching area and in the program as a whole).

COMMENTS and/or RECOMMENDATIONS:

Not enough academic stimulation for the able students. Not enough variety for students who stay for more than one year.
We are unable to offer a large variety of classes except through home study. Home Study is great for those motivated to work alone, but others need a classroom situation. Also, there just isn't enough time to cover all the material necessary for good background or enough time for the students to work on projects during class.
In the effort to provide a positive atmosphere towards life pure learning may at times be sacrificed. However, I believe this is valid to the program.
Some students have used the program as a means of forestalling other pressures, (parents, courts, probation officers) but have not attended school enough to make the effort worthwhile from an educational standpoint.

Not enough systematic work on reading, English, and math to match with testing - pre and post. This somewhat defeats a purpose of the program - namely an "unhazzling" situation but one could move a little more and still prevent overdoing it.
Not demanding enough for our brighter students. Some students come into the trimester too late, therefore they have a hard time feeling like they belong to the group. Re-Entry is just too nice a place. The kids who have made gains and could go back to the high school don't want to go back.

III. SPECIFIC COMMENTS AND RECOMMENDATIONS:

A. Number of students and class size:

6-10
The small classes have been <u>great</u> to work with. The kids get to know me, I know them and what I can expect from them, and I know when they are having trouble.
The student/teacher ratio is ideal.
Classes should be maintained at the present ratio.
Number of students and class size must be regulated by the number of applicants but more staff should be added rather than allowing class size to go above 8 or 10.
Need to get more kids in Woods and Metals. Maximum 10/1 - Could recruit more earlier.
In order to meet the needs of this group of students, small groups are necessary (6 - 10).

B. Days and hours of operation:

Same.
Monday-Wednesday have been good days to work. Meeting an hour earlier would be better for some of the teachers, but students who work wouldn't be able to attend so 4-7 p.m. seem to be good hours.
Monday, Tuesday, Wednesday better than Tuesday, Wednesday, Thursday. 4-7 is best time to operate (student can hold full-time day job and still attend).
Leave the week and hours as they were this spring.
4-7, Monday, Tuesday and Wednesday.
The Monda-Tuesday-Wednesday schedule is superior to the former schedule.
Days and hours of operation as presently operated seem to best fit the schedules of most of the people involved.

C. Staffing:

Same, except we need more business courses offered.
I have no complaints and I didn't hear any from the students. We all seemed to get along with each other so I wouldn't recommend any changes.
Excellent quality - excellent quantity.
Enough staff should be maintained to assure a low student/teacher ratio. In hiring teachers for Re-Entry I believe they should be experienced and successful in a regular school program. Alternative schools <u>don't</u> need soul savers, they need people who care

and work well with all types of young people.
Selection of the staff from over the entire district seems to work well. Would like to see some of Issaquah Junior High School involved.
Teacher/student ratio: good. Good counselor/student ratio make direction available when necessary.
Fine as is.

D. Academic standards, student attendance, and grading: (e.g. the relationship between student attendance and grade and credit given? How to strengthen pupil attendance, etc.)

I like it on an individual basis with each teacher deciding upon upon credits according to their own criteria.
The way we do it now seems fair.
For myself, there was a much stronger relationship between attendance and/or performance and amount of credit earned than in the past, i.e., fewer total credits earned by all students.
Teachers should point out the relationship between attendance and full credit. Not just once through a trimester, but constantly.
The present system of grading and assigning credits seems to be working out very well. I would like to see more use of contract with certain individual students.
Should be left to discretion of individual teacher. I like the idea of combining attendance and discipline.
Too much pressure and they wouldn't come back. Think it is necessary for each teacher to establish the standards. Kids then know where they stand.

E. Counseling: (e.g. Do you believe teachers have time to provide individual counseling in their classrooms? Is there a better method of providing counseling services, etc.?)

In most classes I think there was time for students and teachers to talk.
Yes, teachers have time to provide individual counseling. It sure is hard to know when you are providing counseling or just plain talking and listening.
Teachers have a responsibility to counsel students at all times. If he thinks he is there to dole out X amount of information like in a regular school he has no business in the alternative program.
Yes.
They should and do have time to do such counseling.
Counselor to circulate - Encourage - Great experience - Be sure no one has an office.

F. Field trips: (e.g., should we offer them? Which are best? Suggestions for improvement, etc.)

Yes we should offer them. We should have one each trimester. It adds to group feeling.
Wish we could have more. Social situations will probably go over best.
"The Sting" is a far out flick. Let's do it again.
Field trips should be offered. They should be special - something our students wouldn't normally do on their own.
The field trip we had was successful. How about at least one a trimester.
Would like to see trips to some industrial situations.
Yes, but stay away from the ocean. Movies and activities (Sonics game, pro football, etc.)

G. The Correspondence Home Study program: (e.g., good, bad, etc.)

I need to expand the types of courses offered. Re-evaluate old ones to see if time of completion is reasonable.
It is great for the kids motivated to earn more credits than they can get in classes.
Home Study is important. It provides an opportunity for additional credit and also a chance to challenge the limits of his ability.
Necessary and worthwhile for a certain group of students.
"Think" it is very valuable for those students who need to have quiet home program.

H. Student privileges: (e.g., smoking, coffee breaks, whether staff and students should have separate break areas, etc.)

Students should not have separate break areas.
I have no complaints about having our break with the kids, but we need some system to make sure they only last 10 minutes. It is hard to run a lab class with a dozen extra kids sitting around!
Stay the same.
Keep it the way it is.
Provide coffee for students in the smoking area.

I. Vocational Education: (e.g., should we emphasize the development of vocational skills more than we do in the program?)

Build on our business courses offered.
Yes. I don't think most of these kids plan on going to school beyond high school so they need to learn some salable skills with us if they won't go back to the high school.
Let's build more storage sheds and jack stands.
Fine as is.
Difficult to provide an extended vocational program when they don't have the students on a very regular basis.
I think the sheds the boys built were outstanding (by the garage).

J. Mini-courses: (e.g., are they worthwhile? Are they a distraction? What ideas do you have for improving them?)

With cooking classes, mini courses can be an interruption because most labs take 3 days to complete!
I particularly liked the mini course on transcontinental medication especially since we didn't have one. Seriously, the A.A. trip was a bummer perhaps we helped Joe, Bill, Mary or Mike but they didn't help.
Let teachers handle them, if desired, in their class.
I thought they were good but would like to see a greater variety.
We didn't have any this past year. The one we had in metal shop last year was well attended and worthw hile.

K. Other comments and recommendations:

The alcoholics in Re-Entry school.
Had a great year. Hope to have another starting next fall.

APPENDIX B

ISSAQUAH RE-ENTRY PROGRAM

PARENT QUESTIONNAIRE

1. Do you believe the Re-Entry Program has provided a worthwhile experience for your son or daughter?

   12 Yes  2 No

2. Have you observed any change in your son or daughter's attitude toward any of the following as a result of his/her participation in the program?

   9 a. Attitude toward school

   6 b. Attitude toward life goals and objectives

   7 c. Attitude toward self.

   2 d. Other: (please specify)

3. If you checked any of the above items in Question 2 could you explain your observations in more detail? (Use other side of page if necessary).

   She is more interested in teachers.
   She takes better care of herself (clothes, hair)
   Her attitude toward school is better.
   She feels she is learning more things that are helpful.
   She has developed more self confidence.
   He says he is going back to the high school.
   He feels he can find a place for himself.
   Accepts herself better.
   This is the best he has ever done in school (thank you).
   Even though her attendance has been bad, she doesn't want to miss school.
   His attitude improved greatly. Always seems to have a positive attitude about school and teachers. Now accepts teachers as friends who accept you for what you are and not what you look like.

4. In your opinion, what are the Re-Entry program's greatest strengths?

   It gives the students a chance to work at their own pace.
   Small family like atmosphere.
   Teachers spend more time with each student.
   It gives students a chance to work at their own pace.
   It gives students a chance to finish school who otherwise wouldn't.
   Teachers treat the kids like people.
   An opportunity for poor students to finish high school.

4. (continued)

No social pressure.
Lack of pressure to keep up with the group.
Teacher-student communications and interest.
The interest to find out why the student isn't in school even if it is just to ask another student.

5. Is there anything you would like to suggest for improving the program?

It's a great opportunity for kids that can't finish school for some reason or another.
I think this is a great program for kids who wouldn't finish regular high school.
Student should be able to earn more credit.
Keep on helping those that need it.
It's too bad the Issaquah School District doesn't have more good teachers like the Maywood Re-Entry Program.
Reach as many troubled students as possible.
More basic nutrition should be offered.
It's been a great year - thanks!
Thanks to all - Hope you continue the program.

Form F-603A
(5-74)

*ANNUAL REPORT*
*Due July 15*

SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia, Washington

ESEA Title I
SPECIAL PROJECTS - EVALUATION REPORT

1. Issaquah *(School District)*

2. July 15, 1974 *(Date Submitted)*

3. Title I Elementary Mathematics *(Name of Program)*

#4 *(Project Component Number)*

ESEA Title I *(Fund Source(s))*

4. Al Blomquist *(Program Manager or Director)*

5. Al Blomquist *(Program Evaluator)*

*Number of Children Served:*

157 *Public*

00 *Non-Public*

*Total Title I Money Spent:*

$19,527.75*

*This program only ran Jan.-June due to late Jan. Program approval

6. *ANNUAL REPORT* *(Description of major needs and summary of program activities)*

The basis of the proposal is that there are at least 75 students in grades 1 - 3 who show deficiencies in their mathematics. skills achievement and who are at least one half year below the expected achievement for the level at which they are working; also, there are at least 75 students in grades 4 - 6 who are functioning at least one year below the expected achievement level at which they are working.

These students were identified by the California Test of Basic Skills and teacher observations.

The cause of underachievement is a deficiency in basic skills. These students need remediation in their basic mathematics skills.

7. *Report of data on major project objectives. Summarize data here. Attach reports, tables, graphs if necessary.*

Number of teachers in the program: 21

Number of students identified as target students, by grade level:

| | |
|---|---|
| grade 1 | 23 |
| grade 2 | 18 |
| grade 3 | 26 |
| grade 4 | 31 |
| grade 5 | 29 |
| grade 6 | 30 |
| Total | 157 |

All target students received additional assistance in learning mathematical skills as a result of the program.

The lateness of program funding prohibited clear measurement of gains in achievement. This will be discussed further under #8- Analysis of Program Outcomes.

INSERVICE TRAINING OBJECTIVES

A major accomplishment of the program was that most teachers began to see the need for a management system for individualizing instruction.

Nearly all teachers expressed a new enthusiasm for teaching mathematics in general, and for the Title I program specifically.

The five teacher aides in the project effectively learned to:

A. Keep individual student records
B. Assist students in specific drill and practice activities
C. Assist in administration and review of individual progress tests

IMPLEMENTATION AND PROCESS

Al Blomquist was appointed coordinator of the program on March 1, 1974.

Specific responsibilities for key teachers were outlined. Their leadership was essential to positive development of the program.

*8. Analysis of program outcomes. (Discuss discrepancies between the actual program outcomes and the anticipated program outcomes.)*

The proposed objective was that 150 students would be identified for the project. In actuality, 157 students were identified who had significant deficiencies in their achievement in mathematics.

The program essentially began March 1, with the appointment of the project coordinator.

Clear, comprehensive data is not available, for a variety of reasons. Subjectively, teachers indicated great enthusiasm for the program, and noted that target students were making greater gains than otherwise expected. Objectively, of the limited number of target students on whom complete records were kept, beginning April 24, the average growth measured was .27 year.

Initial problems with the diagnostic tool being used were such that many teachers did not complete diagnosis of their students until early in the month of May. These difficulties in diagnosis led to the problem of measurement of gains in achievement.

Many teachers did not understand the role of management in the process of effective individualization of instruction; therefore, data collection was difficult. This problem has been referred to previously in the Annual Report as a major need. Most teachers now see the need for good data-keeping procedures.

It is the opinion of this evaluator that the identification of target students, which includes specific identification of mathematics skills deficiencies for each student, is a major accomplishment in the program. Another major accomplishment is that teachers have become aware of what is required in managing the task of meeting individual needs of students, and have articulated their own personal needs for growth to be able to accomplish that task.

9. *Comments and recommendations.*

1. Continued inservice for teachers and aides involved in the program, with objectives being
   A. Improvement of teachers' abilities to manage meeting individual needs of target students;
   B. Development in teachers of a working knowledge of materials appropriate for meeting specific learning needs;
   C. Increasing teachers' knowledge and understanding of the characteristics of the slow learner;
   D. Effective teaching strategies which can be used, consistent with those characteristics.

2. Revise and improve diagnostic materials.

3. Improvement of program record-keeping procedures, including addition of computer storage and retrieval.

4. Improvement of leadership within each target school, i.e. team (unit) leaders.

5. Expand communication with parents of students involved in the program.

6. Each student in the program should be involved in the assessment and prescription of his or her learning needs. Students need to know what they are to learn, and know when they have mastered a task.

SUMMARY OF PROGRAM ACTIVITIES:

The program was funded to start on February 20, 1974. Al Blomquist was appointed program coordinator, effective March 1. Prior to March 1, Dr. Max Jerman of Seattle Pacific College presented two inservice workshops for teachers involved in the program, familiarizing them with the management program he has devised, and used as the baseline for the program.

One hundred fifty-seven students were identified as possessing the academic deficiencies defined in the proposal: students in grades 1-3 who are at least one-half year below the expected grade level achievement; students in grades 4-6 who are at least one year below the expected grade level achievement in mathematics.

In April the project coordinator planned and presented an inservice workshop for all teachers and aides in the program. Topics included work on the management program, new materials available, teaching strategies, and philosophical foundations for individualizing instruction in mathematics.

Four in-building workshops were held, expanding on initial workshop topics.

The program coordinator performed demonstration lessons, designed

to familiarize students and teachers with new instructional materials.

The program coordinator met with the Parent Advisory Council three times, once specifically to give an update of the status of the program.

Individual attention was initiated with students via a variety of means.